

**THE EFFECT OF WORD SEARCH PUZZLE TOWARD STUDENTS
VOCABULARY SCORE AT FOURTH GRADE STUDENTS OF MIS
DARUSSA'ADAH PALANGKA RAYA**

THESIS



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DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M/1440 H**

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STUDENTS VOCABULARY SCORE AT FOURTH GRADE
STUDENTS OF MIS DARUSSA'ADAH PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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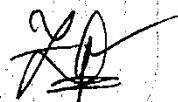
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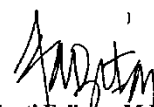
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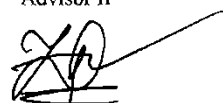
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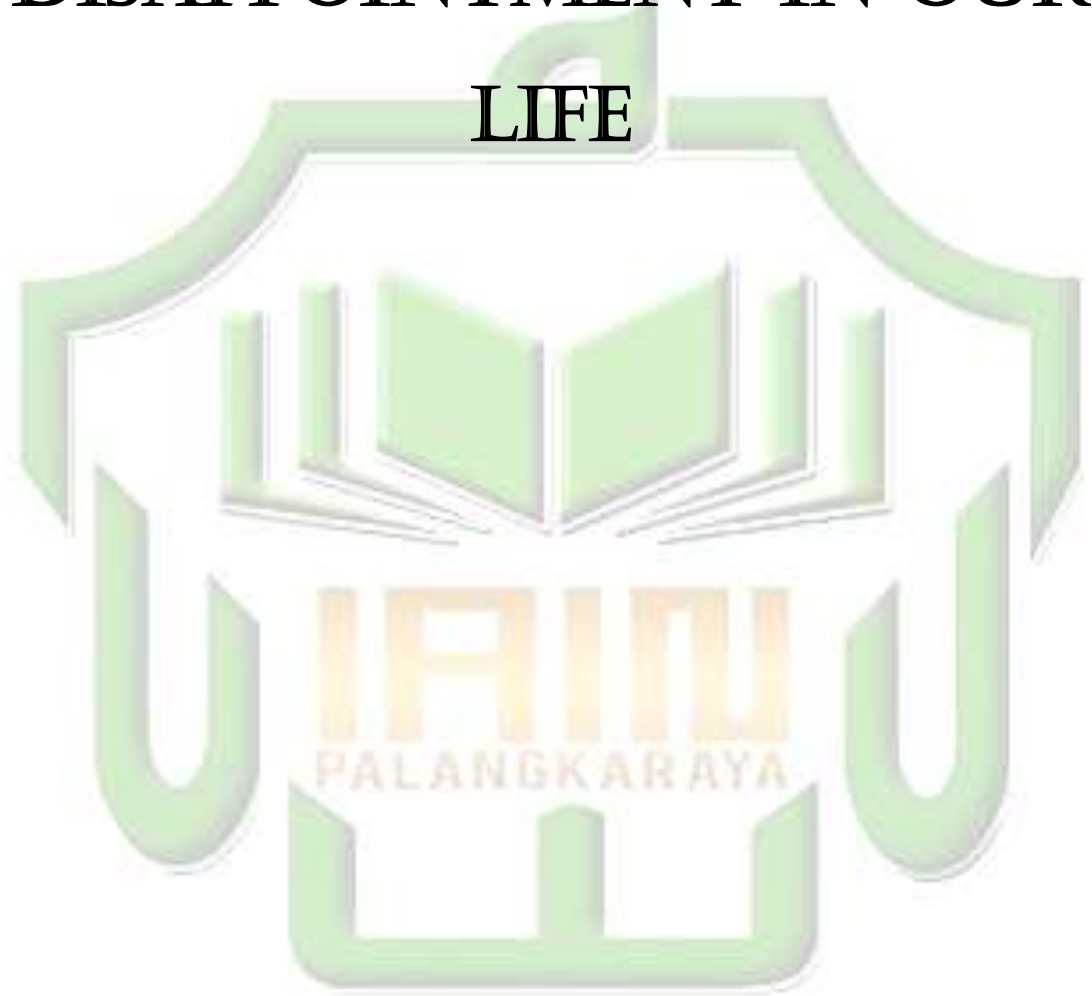
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MOTTO AND DEDICATION

THE BEST SUCCESS COMES
AFTER WE GET A GREAT
DISAPPOINTMENT IN OUR
LIFE



This thesis is dedicated to:

My beloved Father Mr. Jumberi and
Mother Mrs. Norhaidah for their valuable
endless prayer, sacrifice and support. And
my beloved sisters, Monadia and Arini
Salsabila

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

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declare that:

1. The thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, September 2018

Yours Faithfully


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ABSTRACT

Sugiannor. 2018. *The Effect of Word Search Puzzle Toward Students Vocabulary Score at Fourth Grade Students of MIS Darussa'adah Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Hj. Apni Ranti, M. Hum., (II) Zaitun Qamariah, M. Pd

Key words :effect, word search puzzle, vocabulary score

The objective of the study was to measure whether there was any significant effect of word search puzzle on vocabulary score at fourth grade students of MIS Darussa'adah Palangka Raya.

The type of the study was Pre-Experiment, one group pretest and posttest design, the design of the study was quantitative design to find out the problem of the study. The population of study was at the fourth grade students at MIS Darussa'adah Palangka Raya which consisted of 2 classes with the total number of students were 36 students. Class A is chosen as the sample of experimental class, the sample was determined using cluster random sampling technique.

The result of data analysis showed that the mean score of students before getting the treatment was 55.27. After getting the treatment, there was significant improvement on students mean score. It could be seen in the mean score of students was 67. Based on the result of calculation t-test was found that the value of t-test (4.124) is higher than t-table (2.110). It means that H_a of this study was accepted. In other words, word search puzzle game gave significant effect on vocabulary score at the fourth grade students of MIS Darussa'adah Palangka Raya.

ABSTRAK

Sugiannor. 2018. *Efek Penggunaan Word Search Puzzle Terhadap Nilai Kosakata Pada Siswa Kelas Empat MIS Darussa'adah Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Hj. Apni Ranti, M. Hum., (II) Zaitun Qamariah, M. Pd

Kata kunci: pengaruh, word search puzzle, nilai kosakata

Penelitian ini bertujuan untuk mengukur efek penggunaan word search puzzle terhadap jumlah kosakata pada siswa kelas empat MIS Darussa'adah Palangka Raya. Masalah dari penelitian ini adalah “Apa efek dari word search puzzle terhadap nilai kosakata pada siswa kelas empat MIS Darussa'adah Palangka Raya.

Jenis dari penelitian ini adalah pra-eksperimental, tes awal tes akhir kelompok tunggal, bentuk penelitian ini adalah penelitian kuantitatif untuk menemukan jawaban. Populasi terdiri dari dua kelas empat MIS Darussa'adah Palangka Raya dengan jumlah siswa sebanyak 36 siswa. Kelas A dipilih sebagai sampel kelas eksperimen, sampel tersebut ditentukan menggunakan teknik cluster random sampling. Tes awal dilakukan untuk mengetahui nilai kosakata siswa sebelum diajarkan menggunakan word search puzzle. Kemudian, tes akhir diberikan untuk mengetahui nilai kosakata siswa menggunakan word search puzzle. Rumus t-test digunakan untuk menguji hipotesis dari penelitian ini.

Hasil dari data analisis menunjukkan bahwa nilai rata-rata siswa sebelum mendapatkan perlakuan adalah 55.27. Setelah mendapatkan perlakuan, terdapat peningkatan yang signifikan pada nilai siswa. Hal ini dapat terlihat dari nilai rata-rata siswa yaitu 67. Berdasarkan hasil perhitungan t-test menunjukkan nilai t-table (4.124) lebih rendah dari nilai t-test (2.110). Hal ini menunjukkan bahwa alternative hipotesis diterima dan permainan word search puzzle memberikan dampak penting terhadap nilai kosakata pada siswa kelas empat MIS Darussa'adah Palangka Raya.

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Palangka Raya, September 2018
The writer,

Sugiannor
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CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the study. It covers the background of the study that describes the reason why this study is conducted, problem of the study, objective of the study, significance of study, variable of study, object of study, hypothesis, definition of key terms which is presented to avoid misunderstanding of those terms, and frame of discussion.

A. Background of the Study

Vocabulary is a part of language components. Vocabulary consists of the words that are used in language communication, both orally or written. Also, in communication, vocabulary is a very important element. The meaning of an expression mostly is determined by the vocabulary which is used. Soenardi argues, from the vocabulary, the meaning of the expression is gained, besides from another element such as intonation and stressing (Soenardi, 1996, p.42-43).

Language is most important as a means of communication for human beings. People can communicate each other to have interaction by language. In this global era where the distance is not such a problem, people have to do interaction with another (Ramelan, 1999, p.1).

According to English curriculum, English teaching covers four skills: reading, listening, speaking and writing. The four skills are supported by the learning of language elements; they are structure, vocabulary, pronunciation and spelling. The mastery of vocabulary is needed by each language skill. It means that the English learners should be master vocabulary to master the four English skills.

The vocabulary mastery cannot sometimes be reach optimally. The mastery of vocabulary is needed by each language skill. In reading, for instance, the students will get difficulties in comprehending the text if they do not know the words in the text. Similarly in speaking, they will have the same problem if they have only few vocabularies.

Endang Fauziaty (2001, p155) states that vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his idea in both oral and written form. Having a limited vocabulary is also a barrier that precludes learner from learning a foreign language. When do not know how to enrich their vocabulary, for example, they gradually lose interesting learning.

Teaching English is not easy because English is not students' mother tongue. The interest of students in learning English is needed as the key to make students easier in mastering English itself. The teacher should have a good and an interesting technique to introduce English for them, so that the students will be interested and motivated to learn English.

According to Stahl and Nagy, vocabulary learning is a difficult process, because students need to be motivated in vocabulary learning, engage in vocabulary instruction, and meet vocabulary learning standards to pursue the required accomplishment (Mohammad Reza Ahmadi, 2012, Vol. 2, No. 6, p. 187).

In line with Riddell, there are some problems faced by students when learning new vocabularies, such as: 1. meaning. (a) aword may have more than one meaning (e.g. odd, cut, patient). (b) First Language (L1) interference such as 'false friend'-words with a similar appearance or sound to words in their L1 but

with different meaning.(c)Words may have different connotations, i.e. the meaning can be interpreted in different ways (e.g. slim/thin/skinny). (d) A student may understand the meaning of a word, but not the appropriate context in which to use it. This is particularly true of the language which is especially formal and informal.2. Form. The spelling may be very different from the sound (e.g. cough). Students may be competent speaker of the language but poor writers. (a) A word may be more than one part of speech (e.g. it may be a verb and a noun). (b) If you teach a word like to rely, you also need to teach that it is followed by on. (c) Some words are irregular (e.g. the plural of person is people; the plural of sheep is sheep). (d) Different varieties of English have different spelling e.g. color/colour. (e) Spelling patterns are not obvious, e.g. happy/happier...hit/hitting).3. Pronunciation. (a) The sounds may not correspond to the spelling. (b) Students may have difficulty knowing how many syllables the word is broken up into (a typical mistake being clothes pronounced with two syllables). (c) It is hard to know which syllable is stressed. (d) Some words have shifting stress, e.g. his conduct/to conduct. (e) A group of consonants together – a consonant cluster – can be difficult, e.g. crisps. (f) Some word with different spellings and meanings are pronounced the same, e.g. bearl/bare.

From the reason mentioned above, the vocabulary development with variety or alternative ways was needed. There were several ways in teaching English vocabulary; one of them was using game. Game as the teaching method can be more interested to learn. Games are not only for fun but also for motivating students to master English fast and easy. Learning by doing is a good way to make them easy in understanding English, because with doing fun

activities by themselves, they will find it easy to remember and easy to learn the material which is taught by the teacher. Playing game in teaching vocabulary is very important because teaching through game can create a fun situation and of course can increase students' motivation. Games also help the teacher to create contexts in which the language is useful and meaningful

Vocabulary influences the successful of learning language, especially English as a foreign language in our country. Besides, vocabulary also influences the use of English maximally in using the structure and function of English itself, because vocabulary can improve the basic skills in English, such as speaking, writing, reading and listening. Teaching vocabulary should use media to make teaching learning process more interesting (Harmer, 2007, p.242).

Vocabulary has relationship with words, according to Vygotsky word is a microcosm of human consciousness (Thornbury, 2002, p.1). Young learners learn about new language and they do not understand about the vocabulary of the language. It is a big problem that has to be solved by the teacher because if children do not have varied vocabulary they cannot say anything to express their idea. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In fact, young learners find difficulties to express their idea because they do not have varied vocabulary.

Media as teaching aids are needed to help the student's understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process. It also used to stimulate the students' motivation and student's interest to the lesson. In this study, teaching learning vocabulary use word search puzzle because it is one of media that is

appropriate and interest to teach vocabulary in junior high school level. Using picture game in teaching-learning vocabulary process will become a variation of teaching that helps students understand and memorize the English vocabularies easily.

Word Search Puzzles are puzzles made up of letters in which words are spelled horizontally, vertically, or diagonally (spelling them backwards is not recommended for children). The player must find specific words and circle them in the puzzle. These puzzles help teach spelling and figure-ground perception. word search puzzle solving involves several useful skills including vocabulary, reasoning, spelling, and word attack skills.

Word Search Puzzle can be used as alternative ways to increase the students' vocabulary in MIS Darussa'adah Palangka Raya. This game has not been used before in this school as far as the writer taught the students when he had teaching practice there. *Word search puzzle* is a game which the learners' attention is focused on words. It will be very helpful in learning vocabulary, because learners will get more words from others. There are some problems after observing certain students in MIS Darussa'adah Palangka Raya. Students said that their vocabulary is very limited, they feel bored and less motivated in learning English, and they think that English is very difficult to be learned. They further said that they memorized and accepted the English material which is taught by their teacher easily but they forget it easily as well (Teaching Practice, 2015).

Based on the explanation above, the concern of this study is :

“THE EFFECT OF WORD SEARCH PUZZLE TOWARD STUDENTS VOCABULARY SCORE AT FOURTH GRADE STUDENTS OF MIS DARUSSA’ADAH PALANGKA RAYA.”

B. Problem of The Study

Is there any significant effect of Word Search Puzzle toward students vocabulary score at fourth grade of MIS Darussa’adah Palangka Raya ?

C. Objective of The Study

To measure the significant effect of Word Search Puzzle toward students’ vocabulary score at fourth grade students of MIS Darussa’adah Palangka Raya.

D. Assumption of the Study

There are three assumptions in this study, they are:

1. Word search puzzle can be applied as media in teaching vocabulary.
2. The students will interest in learning vocabulary when they are taught by using word search puzzle.
3. Word search puzzle will increase the students’ scores in vocabulary.

E. Significance of The Study

The study has two significances, the first will be theoretical and the second will be practical significance. Theoretically, to measure the the students’ vocabulary size at fourth grade of MIS Darussa’adah Palangka Raya after

given word search puzzle. Practically, the result of this study is to give a contribution to the teacher about the effect of word search puzzle to students in increasing their vocabulary. The purpose of study to help the students to solve their vocabulary acquisition. Furthermore, the result of this study is probably give support to the teacher and students in developing the mastery of English vocabulary.

F. Variable of Study

Variable was the object of the study of the problem emphasized in a study. There were two major types of variables: independent variable and dependent variable. Independent variables were antecedent to dependent variables and were known or were hypothesized to influence the dependent variable, which was the outcome. Concerning the aims of the study, and the questions in this study, the variables of this study were:

1. Variable X (Independent Variable) was the use of word search puzzle game as the method of teaching English vocabulary to MIS Darussa'adah Palangka Raya.
2. Variable Y (Dependent Variable) was students' scores on English vocabulary.

G. Hypotheses of The Study

The hypothesis divided into two catagories, alternative hypothesis and Null hypothesis.

1. Alternative hypothesis (H_a)

Word search puzzle will give significant effect to students' vocabulary score at fourth grade of MIS Darussa'adah Palangka Raya.

2. Null hypothesis (Ho)

Word search puzzle will not give significant effect to students' vocabulary score at fourth grade students of MIS Darussa'adah Palangka Raya.

H. Limitation of The Study

This study is only conducted to know the effect of word search puzzle to English vocabulary score, in particular of fourth grade students of MIS Darussa'adah Palangka Raya. This research focuses on writing skill about concrete noun based on the syllabus that is used at fourth grade students in MIS Darussa'adah Palangka Raya.

I. Definition of Key Term

1. Effect is result or consequence of an action.
2. Vocabulary size is the collection of words that an individual knows.
3. Vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use (Hatch, 1995, p.1).
4. Word Search puzzle is a game in which we have to fit separate pieces together, or a problem or question that we have to answer by using our skill

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is showing some theories that related with the study as the references and basic of the research. The theories are divided into several part, those are previous study, definition vocabulary mastery, types of vocabulary, the important of vocabulary, principle of teaching vocabulary, definition of game, types of game, principle of game selection, the advantages of game, word-search puzzle, advantages and disadvantages word-search puzzle, teaching English vocabulary using word-search puzzle, characteristic Elementary School students

A. Related Studies

Asep Dhani Ramdani studied about testing Applicability of word search game in improving student's in writing skills of the fourth grade students of SD Negeri Nagarawangi in the academic year 2014. Based on the result of the study, the testing of word search puzzles game in teaching is successfully. It means that using word search puzzles game is successfully implemented. Due to being attractive and less fun in teaching learning process, the students felt happy and made them easier in writing English. Accordingly, teaching writing using word search game can help the student's interest in learning English. Finally, Teaching vocabulary using word search games make the teaching-learning activities effective. It can be seen on the result of the students which has increased. The average of the pre-test result is 11.8 and

average of the post-test result is 15.87. Word search puzzle games is appropriate media to teach English, especially for young learners (2014, p.1-5).

Ria Damayanti studied about teaching vocabulary through word search puzzle to the fifth grade students at SDN 1 Ngaglik Blitar. This research was intended to know whether or not there was a significant effect of using word search puzzle on vocabulary achievement of fifth grade students at SDN 1 Ngaglik Blitar in the 2013/2014 academic year. In this research, the writer taught vocabulary by using word search puzzle. Based on the data analysis of the mean of the total score before taught using word search puzzle only 69.52 and after taught using word search puzzle the mean of total score is 77.26. Finally, it means that Word Search Puzzle had a significant effect on the fifth grade students' Vocabulary achievement at SDN 1 Ngaglik Blitar in the 2013/2014 academic year (2014, p.1).

Anon Sukstrienwong and Patravadee Vongsumedh tried to develop the word search game on smart phones for Thai students in English vocabulary learning. Also, they want to understand the needs of Thai students on this kind of games. However, they want to develop a word search game for smartphones as educational media because they are wildly used among teenagers. To the development of the word search game on smartphones, they conduct a survey to explore the needs of users. The study collects the data from 46 Thai students at Bangkok University, Thailand. An evaluation was carried out to the students to get feedback on the effectiveness and software design. They found that most Thai students positively preferred to play the word search game on smart phones if they can manage their own vocabulary words (2013, p.1).

Maryam Rohani from Department of English Language Teaching, Science and Research Branch, Islamic Azad University, Gorgan, Iran tried to know does the use of word games have positive effect on learning vocabulary. The authors used experiment research. The participants were divided into two groups, one experimental and one control group. The present study aimed at determination of effect of games on learning vocabulary. It used a pretest and also a posttest to measure the effect games may have on vocabulary knowledge of subjects. After analyzing the obtained data, it was concluded that the training program significantly boosted vocabulary knowledge of the subject, even more than twice. However, no significant difference was found between use of textbooks and games to boost the vocabulary gain as both programs made significant progress in the subjects (2013, p.1).

Ainatus Sholikhah from Walisongo State Institute for Islamic Study of Semarang has studied about The Effectiveness of Word Search Puzzle to teach common noun for fifth Grades of Elementary School. The implementation of Word find puzzle is easily and fun learning. By using *Word find puzzle* students more understand and memorize it well because it consists of thing independently, cooperate and share the answer together. Therefore, they are not confused to understand the vocabulary and did not easy to get bored. Using *word find puzzle* is more effective in teaching common noun than without using *word find puzzle*. It is showed of the mean of experimental class is higher than control class ($74.00 > 59,40$). The hypothesis is accepted (2011, p.1).

AuliaRahmah from State Islamic Institute of Palangka Raya has tried to use word search puzzle to improving student's vocabulary at SMP MuhammadiyahBuntok. The result of data analysis showed that the average score of students before getting the treatment was 62.5. After getting the treatment, there was significant improvement on students score. It could be seen in the average score of students was 71.25. Based on the result of calculation t-test was found that the value of t-table (2.069) is lower than t-test (4.797). It means that H_a of this study was accepted. In other words, word search puzzle game gave effect on vocabulary size at the seventh grade students of SMP Muhammadiyah Buntok.

The differences of this study are the study above focus on vocabulary achievement and some of them use different research design.

The similarities is we use word search as the measure things in their thesis.

B. Vocabulary

1. The Definition of Vocabulary

To know what vocabulary is, this study would like to present several definitions as follows:

According to Caroline T. Lines vocabulary is the collection of words that an individual knows (2006, p.121). Jack Richards, John Platt, and Heidi Weber say, "Vocabulary is a set of lexemes, including single words, compounds words and idioms (1995, p.370).

Vocabulary is one of language component which have to be mastered by students in learning new language, students should have an adequate

vocabulary to improve the four language skill. In listening, by having many vocabularies they can hear and understand all the words in oral communication easily. In speaking skills, they can cover all the words that they use in oral communication. In reading skills, they can understand all the words in written materials. And in writing skills, they can express their ideas, opinions, and feeling cohesively. The writing and speaking are language productions that belong to productive skills while listening and reading involve receiving the message that belong to receptive skills (Arnold, 2002, p.40-41). When the students limited of vocabulary, they will have some difficulties in learning and understanding the foreign language. When the students do not know the ways to increase their vocabulary they will lose their interest in learning foreign language, because they can not understand the foreign language words. So, vocabulary is very important in learning foreign language.

From the explanation above, vocabulary means the total number of words including single words, compound words and idioms that individual knows and the rules for combining the words to make up a language.

2. Definition of Vocabulary Size

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English textbook have to be learned. Without it, no one can speak or understand the language (Allen, 1983, p.7).It means that vocabulary is a language component which gives information or explanation in a language terms.

In line with Napa says that vocabulary is one of components of language and that no language exists without words. Words are signs or symbols of idea. It means that words tell our ideas, feelings, thoughts, either spoken or written (Pieter, 1991, p.10). Hiebert and Kamil states vocabulary is the knowledge of meanings of words (2005, p.3).

According to Penny Ur, vocabulary as the words we teach in foreign language (2009, p.60). It means that all words in foreign language that have been taught by teacher in order that the students can use those words in sentences or daily communication. Schmitt states, we must consider what mean by vocabulary. The first idea that probably springs to mind is words, a formulation that admirably adequate for the layperson (Nobert, 2000, p.1).

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English textbook have to be learned. Without it, no one can speak or understand the language (Allen, 1983, p.7). It means that vocabulary is a language component which gives information or explanation in a language terms.

Learning vocabulary is remembering and it is common related to the brain capacity. First, the brain recognizes the sensor from seeing, hearing and visualizing evens the different domain. Then, sensory response centers connect to the higher cortical function to the manipulation and furthermore these are stored to neuron network that connect new words to similar words in a patterning and categorization (Willis, 2008, p.81).

According to Read, vocabulary size refers to the number of that a person knows. In the case of second language learners the goal is normally more modest: it is to estimate how many of the more common words they

know based on a test of their knowledge of a sample of items from a word-frequency list (2000, p.31).

Based on those statements, vocabulary is primary step in language learning and second language acquisition. It can be argued that vocabulary not only contains list of words but also contains all of information about using word, and it also contains meaning of word in a language. It is the most important part in language learning to achieve four skills. A student must have acquired the vocabulary well, and a student's needs to increase their vocabulary mastery too. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.

3. The Kinds of Vocabulary

There are some opinions about vocabulary. One of them is proposed by Haycraft, there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary (Hatch, 1995, p.370).

- 1) **Receptive vocabulary** is that the students recognize and understand when they occur in context but which can not produce correctly. It refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.
- 2) **Productive vocabulary** refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this

expressive vocabulary ability, the learners should try much their speaking and writing.

Another opinion by Marianne Celce and Murcia Elite Olshtain, “there are two kinds of vocabulary: they are function words and content words” (2000, p.76).

1) **The function words** are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronoun, auxiliary verbs, prepositions, determiners and adverbs).

2) **The content words** are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divide into three general classes:

(a) Words that refers to a person, a place or a thing that we might call them Noun, (b) Words that express an action, an event or a state are called verbs, (c) Words are used to describe the qualities of thing or action are called adjectives and adverbs.

4. The Ways to Improve Vocabulary

A large vocabulary can help communicate clearly and effectively and the positive repercussions are endless write understandable textbook and letters, communicate your thoughts in any speech, getting well understanding of any listened songs, write better research papers, give memorable speeches that make long lasting impressions and more. The list goes on and on. There are some ways to improve vocabulary, they are :

a) Education Classes

There are many free lectures at local colleges, universities and libraries.

Be sure to take your dictionary. It's never too late to learn something new.

b) Notebook of New Words

Hear and read new words all of the time but take the time to look them up.

c) Study Foreign Languages

Studying foreign languages is a great way to improve vocabulary. Finding similar words and become more familiar with conjugations. A common word in a foreign language may be uncommon in your native language. For example, edificio is a common word in Spanish for building. The word edifice is the less common English translation.

d) Dictionary Software

Dictionary software is a handy tool to define words that come across on the Internet and in emails.

e) Book

There is no better way to improve your vocabulary than to read books.

Read a variety of genres from different periods, and when you read an unfamiliar word, look it up in a dictionary or dictionary software.

f) Word Games

Scrabble, word search and other word games are not only fun, but also educational. You can keep your mind sharp, alert and full of good words by doing the word search puzzle in your favorite book.

5. The Problem in Mastering Vocabulary

According to David Riddell (2003, p.58), there are some problem when learn new vocabuaries, such as:

1. Meaning

- a. A word may have than one meaning (e.g. *odd, cut, patient*)
- b. First language (L1) interference such as ‘false friend’ words with a similar appearance or sound to words in their L1 but with different meaning. For example, compare *sympathetic* with the French *sympathique*, meaning a ‘nice’ person, in German *bekommen* means ‘to receive’, sometimes resulting in a German speaker saying what sounds like ‘*I’ll become a glass of beer*’ when they mean to say ‘*I’ll have a glass of beer*’.
- c. Words may have different connotations, i.e. the meaning can be interpreted in different ways (e.g. *slim/thin/skinny*)
- d. A students may understand the meaning of the word, but not the appropriate context in which to use it. This is particularly true of the language which is especially formal and informal.

2. Form

The spelling may be very different from the sound. Students may be competent speaker of the language but poor writers.

- a. A word may be more than one of part of speech (e.g. *it may be a verb and a noun*)

- b. If students teach a word like *to rely*, the students also need to teach that it is followed by *on*.
 - c. Some word are irregular (e.g. the plural of *person* is *people*; the plural of *sheep* is *sheep*).
 - d. Different varieties of English have different spelling (e.g. *color/colour*).
 - e. Spelling pattern are not obvious (e.g. *happy/happier...hit/hitting*)
3. Pronunciation
- a. The sounds may not correspond to the spelling, as form above (another example being *sign*).
 - b. Students may have difficulty knowing how many syllables the word is broken up into (a typical mistake being *clothes* pronounced with two syllables).
 - c. It hard to know which syllable is stressed.
 - d. Some word have shifting stress (e.g. *his conduct/to conduct*).
 - e. A group of consonant together – a consonant cluster – can be difficult (e.g. *crisps*).
 - f. A speaker of particular language might have difficulty with certain sounds (e.g. *Japanese with /l/ and the French with /h/*).
 - g. Some word with different spelling and meaning are pronounced the same (e.g. *bearl/bare*).

6. The Students' Vocabulary

Vocabulary is a list of words with their meanings especially on that accompanies a text book in a foreign language. So, it is important to teach

vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately. The more vocabulary the learners have, the easier for them to develop their four skills. In listening, by having many vocabularies they can hear and understand all the words in oral communication easily. In speaking skills, they can cover all the words that they use in oral communication. In reading skills, they can understand all the words in written materials. And in writing skills, they can express their ideas, opinions, and feeling cohesively. The writing and speaking are language productions that belong to productive skills while listening and reading involve receiving the message that belong to receptive skills (Arnold, 2002, p.40-41).

6. Several Techniques to Make Teaching Learning Vocabulary Effective

Thornbury (2002, p.24) summarized a research into memory, which suggests principles supporting the process of permanent or long – term remembering. In this summary he listed several techniques to follow to make vocabulary teaching as effective as possible:

Firstly repetition, the time-honoured way of ‘memorising’ new material is through repeated rehearsal of the material while it is still in working memory. Simply repeating an item seems to have little long-term effect unless some attempt is made to organise the material at the same time. If the word is met several times over space interval during reading

activities, students have a very good chance to remember it for a long time (2002, p.24)

Moreover, personalizing in vocabulary practice has proved to be beneficial for remembering along with spacing, which means that presentation of new vocabulary is divided into more widely separated sequences followed by repeated revision later on with gradually extending periods between them. E.g. the end of the lesson, next lesson, next week and so on (2002, p.24).

Another helpful element is motivation, simply wanting to learn new words is no guarantee that word will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory. But even unmotivated learners remembered words if they have been set tasks that require them to make decisions about them (2002, p.25).

Finally, visualize a picture for a new word or to link an abstract word with some mental image. Images drawn by students themselves have the best outcomes. Besides imaging, there are other mnemonics, such as making clues from associations with similarly sounding word and its meaning in the mother tongue (Thornbury, 2002, p.25).

C. Word Search Puzzle as Media

1. The Definition of Media

Media is a tools or method of learning. There are six basic types of media use in learning and instruction. The most commonly use medium is text. Text is alphanumeric characters that may be display in any format like

books, poster, chalkboard, computer screen, newspaper, and so on. Secondly is audio, audio includes anything you can hear like a person's voice, music, mechanical sounds (running car engine), noise and so on. Next is visual. Visual are regularly used to promote learning, includes diagram on a poster, drawing on a chalkboard, photographs, graphics in a book, cartoon and so on (Sharon, 2000, p.9). In this case, that media mass can be an instructional media in the classroom. Media must have various kinds educational material that can be thought in the classroom that is suitable with the students' level.

2. The Definition of Word Search Puzzle

Word Search Puzzles are puzzles made up of letters in which words are spelled horizontally, vertically, or diagonally (spelling them backwards is not recommended for children). The player must find specific words and circle them in the puzzle. These puzzles help teach spelling and figure-ground perception. Figure-ground perception is the brain's ability to see objects or words hidden in a background of pictures or letters (education.more4kids.info).

3. The Advantages and Disadvantages of Word Search Puzzle

- 1) There are some advantages of using word search puzzle in teaching vocabulary:
 - a. First, word search puzzle solving involves several useful skills including vocabulary, reasoning, spelling, and word attack skills

- b. Another benefit of using word search puzzles in the classroom is that they are associated with recreation, and can be less intimidating for students as review tools
- c. Word search puzzle have endured as a favorite national pastime because they are appealing to all ages, they can be completed in a rather brief period of time, and solving them provides a sense of accomplishment.

2). The disadvantages of using word search puzzle are as follows:

- a. Generally address only the cognitive domain.
- b. Require time to develop.
- c. Require equipment to reproduce.

To overcome the disadvantages above the teacher will prepare the material and media (word search puzzle) well, give explanation clearly, and manage the class effectively.

D. Teaching English Vocabulary by Using Word Search Puzzle

According to Hadfield (1999, p.5), the games make use of variety techniques, variety being important in language teaching. Dale Edgar (1971, p.302) states, an important objective of vocabulary instruction is to develop an interest in words. The student whose curiosity about words is aroused is likely to increase vocabulary and to become more discriminating. He also adds that students generally enjoy game and exercises involving the use of puns, riddles, puzzles, anagram and palindromes. In general it is believed that these lessons will:

1. Point out the element of enjoyment or challenge in language study and encourage word play;
2. Require the student to look carefully at words an important aspect of vocabulary building;
3. Give the student practice in calling up words on the basis of given clues;
4. Require the student to match words with definitions;
5. Provide spelling practice and compel close attention to word formation;
6. Show the student how the letters of many words can be manipulated to for mother words;
7. Emphasize the importance of letter position in relation to word meaning;
8. Encourage students to classify and generalize concepts.

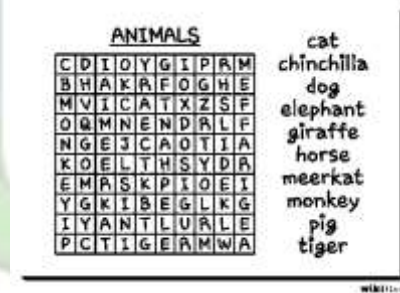
a. The Steps in Teaching Vocabulary Using Word Search Puzzle

The following steps in teaching English vocabulary using word-search puzzle game (Sholikhah, 2011):

- i. The teacher divides the students in pairs.
- ii. The teacher divides sheets of word-search puzzle to each group.
- iii. The teacher gives some clue to the students.
- iv. Each group writes the answer in the white board.
- v. The teacher discussed the students' answer.
- vi. The teacher asks the students to pronounce their answer word by word together.

Word search puzzle game are suitable for the students of Elementary School, Junior High School, and Senior High School, this is depend on the

content of word search puzzle game are created upon materials of each school level. To success in teaching vocabulary using word search puzzle, the teacher should have different technique for different level. Teaching vocabulary using word search puzzle enables the students to find out the information or guests the meaning on unfamiliar words. So, the word search puzzle can help the students. The students will be happy and interesting in learning and they always try to know the new words from word search puzzle. Relating to the importance of teaching vocabulary using word search puzzle, as far as it is know some students are always confused with the problem of using puzzle. In this case, there are many ways to make the students interested in what they are learning the teacher can create a game, which the students can think about new words that related with the topic of word search puzzle. Teaching vocabulary using word search puzzle make students more relax, enjoyable, happy and the students understanding the material, and also can improve their achievement.



Word search puzzle game is the good game. Because, it is make the students think study more quickly without the teachers force the student to does it be fast. Because, when the teacher gives hidden word game to teach vocabulary, the teacher gives time to find the hidden word. And this game is make the students silent in the class, beside that although game, but this game not makes the students tired. This game just need the charmingly round not other. Teaching vocabulary by using word search puzzle make students more

relax, enjoyable, happy and the students understanding the material. And also can improve their achievement.

Characteristic of Elementary Students

There are some characteristic of elementary students :

1. Kindergarten-5year olds

Children begin to combine simple ideas into more complex relations. As a result, they need an environment rich in printed materials that stimulates the development of language and literacy skills. They also need a variety of direct experiences to develop cognitively, physically, emotionally and socially.

2. First Grade-6 year olds

These children are active learners and demonstrate considerable verbal skills. They are interested in games and rules and develop concepts and problem-solving skills from these experiences. Hands-on activity and experimentation are important.

3. Second Grade-7 year olds

As seasoned veterans of two years of schooling, these children are increasingly able to reason, listen to others and show social give-and-take. They can display flexibility, open-mindedness and tolerance of unfamiliar ideas to a remarkable extent.

Kindergarten, First, and Second graders are very active and don't sit still for long; they enjoy moving around the classroom. They are very

talkative. Their attention span is short and they may have a hard time finishing what they start. These students are very curious and they tend to get excited and love to learn. Most students are very honest at this age and they love to play.

4. **Third Grade-8 year olds**

These children combine great curiosity with increased social interest. They are able to learn about people who live elsewhere in the world, but their understanding of what they read is dependent upon relating ideas to their own experience.

5. **Fourth Grade-9 year olds**

These children are somewhat self-conscious and prefer group activities to working alone. They are also beginning to understand abstractions as well as cause-and-effect relationships, but need real experience in social settings.

6. **Fifth Grade-10 year olds**

These youngsters may be experiencing bodily changes and rapid growth spurts, which cause periods of frustration and anger. They generally are interested in and enthusiastic about places and problems in the news and want to know who and what caused these problems, and where they occurred.

Third, Fourth, and Fifth graders can be very competitive and tend to get noisy and excited. They value fair play and expect adults to adhere to rules. Many students are peer-conscious and may be very concerned about

what classmates think. They like participating in group activities. They are often inquisitive and need to express their opinions. Boys and girls begin to discover one another and begin to interact.



CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss about the research method. Research method is the steps how to get the result of study. It covers time and place of study, research design, population and sample, data collection technique, instrument of study, instrument tryout, instruments validity, content validity, face validity, construct validity, instrument reliability, scoring method, normality, homogeneity, data collection procedure, data analysis procedure.

A. Time and Place of the Study

The study was conducted in academic year 2016-2017 from January 13, 2016 to March 13, 2017 to complete the data. The data were needed to make this study reasonable and acceptable. The location of this study was at MIS Darussa'adah Palangka Raya.

B. Research Design

The method of the study was experiment. In this study used pre-experiment design by using one-group pretest and posttest design, where there was a single group only. They have two tests: before using word search puzzle and after using word search puzzle. Then both of scores compared to know the effect teaching vocabulary using word search puzzle.

The one-group pretest-posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subject; and (3) administering a posttest, again measuring the dependent variable. Differences attributed to application of the

experimental treatment are then evaluated by comparing the pretest and posttest scores (Ary, 2010, p.303). The treatment was applied in the class four times during the class, and at the end of treatment students got the task to know their vocabulary mastery.

Table 3.1 Research Design

| Pretest | Independent | Posttest |
|----------------|--------------------|-----------------|
| Y_1 | X | Y_2 |

Where:

Y_1 : Pretest

X : Treatment

Y_2 : Posttest

When it turns out that the posttest average score is significantly higher than the average score of pretest, then it is concluded that the instructional treatment is effective (Adnan Latief, 2014, p.96). There were several reasons for choosing one-group pretest posttest design to be employed in the research. This design was chosen since it was not feasible to apply true experimental design. The sample of the study was chosen purposively. Thus, one-group pretest posttest design was chosen. Besides, it was impossible to involve control group in the study because the number of classes were two, first class as experiment class, another class as tryout class.

C. Population and Sample

Sugiyono (2010, p.117) states, population is the object or subjects that have some qualities and characteristics that are chosen to be learned and to be conclude by the researcher. Population is the full set of data from which a subset (sample) is taken. Based on that statement above, the population of this study was thirty-six of fourth grade students of MIS Darussa'adahPalangka Raya.

Table 3.2Population

| No. | Class | Male | Female | Total |
|-----|--------------|-----------|-----------|-----------|
| 1. | Class A | 8 | 10 | 18 |
| 2. | Class B | 10 | 8 | 18 |
| | Total | 18 | 18 | 36 |

According to Sugiyono, sample is a part of total and characteristic that is possessed by population (2010, p.118). Sampling is the process of selecting number individuals for a study in such a way that the individuals represent the larger group from which they are selected. This study using clustered random sampling. Cluster sampling technique involves the random selection of groups that already exist (Adnan, 2014, p.185). So that sampling was the technique to take a sample. In this study, Class A of fourth grade students of MIS Darussa'adahPalangka Raya was chosen as the sample.

D. Research Instrument

1. Research Instrument

a. Test

According to Heaton (1987, p.1): “Test maybe constructed primarily as devices to reinforce learning and to motivated student, or primarily as a means of as seeing the student’s performance the language. In line with Heaton, Ary states: “A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary, 2010, p.201).The main data was collected from pretest and posttest. Tryout test was administered before pretest given to experimental class. Pretest was given before treatment to compare its scores to the posttest scores which be given after the treatment. Posttest as the last test was given to get the quantitative data after the treatment.

b. Documentation

Documentation here was the collecting data by using written documents which related with the research.

The data isneeded are:

- a. The students’ English score.
- b. Syllabus.
- c. Lesson plan.
- d. Photos of researching process in the class.

2. Instruments Try out

This study used try out instrument before the test is applied to the sample of the study. The process of try out was helped by the teacher to guarantee students' truthfulness while doing the test, which could influence the result of the test. The try out test was given to the students of class B. The time allocation of try out process was 70 minutes. In this study, 50 multiple-choice used to check the students' vocabulary mastery. Multiple-choice vocabulary test is highly reliable and distinguishes learners affectively according to their level of vocabulary knowledge (John, 2000, p.2). Madsen states, a good vocabulary test type for students who can read in the foreign language is multiple-choice completion because it makes the students depend on the context clues and sentence meaning (1983, p.16). The instrument try-out is important because the result of try-out is used to analyze and to measure the instrument whether the test have some criteria of qualified test or not.

3. Instruments Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instruments (Ary, 2010, p.225). Simply, it can be said that a test will be valid, if it measures accurately what is intended to measure. Therefore, related to the study, the test was aimed to measure the students' vocabulary mastery. Validity has

three distinct aspects, all of which are important. There are: content validity, face validity, and construct validity (Hughes, 1989, p.22).

a. Content validity

A test is said to have content validity if its content constitutes a representative sample. It refers to the extent to which the instrument represents the content of interest. In the other words, it is concerned with the question how well does the content of the instrument represent the entire universe of content which might be measured (Ary, 2010, p.214)

A comparison of test specification and test content is the basis for judgment for content validity. The test was made based on the course objectives in the syllabus of fourth grade of MIS Darussa'adah Palangka Raya was noun. Therefore, this was valid it term of content validity.

b. Face validity

Face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure (Ary, 2010, p.228). The face validity of the test items as follow:

- 1) The test was about noun.
- 2) The forms of test items were Multiple Choice.
- 3) The Language of items using English.
- 4) The test items were suitable with Syllabus of English subject of MIS Darussa'adah.

c. Construct validity

This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills

(Heaton, 1987, p.154). It is concerned with the extent to which a test measures a specific trait or construct. Specifically, the construct validity measures how well does the test measure vocabulary mastery (Ary, 2010, p.218). It is the type of validity that is essential for tests that are used to individuals on certain abilities. Since the type of test is vocabulary test, the form of test is multiple choices. In this case, the test was a written test in order to measure the students' vocabulary mastery which consisted of 30 items based on provision of the school. To measure the validity of the instrument, this study using formulation of product moment as follow (Sudjono, 2007, p.219):

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = numeral of index correlation 'r' product moment

N = total sample

$\sum XY$ = amount X score and Y score

$\sum X$ = amount X score

$\sum Y$ = amount Y score

To know the validity level of the instrument, the result of the test will interprets to the criteria coefficient correlation (Supriadi, 2011, p.110):

0,00 – 0,20 = very poor validity

0,21 – 0,40 = poor validity

0,41 – 0,60 = fair validity

0,61 – 0,80 = high validity

0,81 – 1,00 = very high validity

Based on the result of the tryout test there were 34 valid items and 16 invalid items.

4. Instrument Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. The reliability of the whole test can be estimated using the formula KR-21 by Kuder Richardson:

$$r_{11} = \left(\frac{K}{K-1} \right) \left(\frac{S - \sum pq}{S} \right)$$

Where:

r_{11} = reliability test

K = total test item

S = variants of the test

p = proportion of correct answer

q = proportion of incorrect answer

The interpretation:

$r_{11} > r_{\text{table}}$ = Reliable

$r_{11} < r_{\text{table}}$ = Unreliable

5. Index Difficulty

According to Heaton (1974, p.172) the index of difficulty or facility value is the fraction or percentage of the students who answer the item correctly. It is use to show how easy or difficult the particular item proved in the test. The index of difficulty can be known by the formula:

$$FV = \frac{R}{N}$$

Where

FV = Facility Value (index of difficulty).

R = Represent the number of correct answer.

N = Number of students taking the test.

Then the result of the formula above is related to be value of Facility Value as in the following on :

0.00 s/d 0.30 = difficult

0.30 s/d 0.70 = fair

0.70 s/d 1.00 = easy

6. Index Normality

Normality is used for estimating parametric or non-parametric test will be used to analyze the data. Normality is a test normal to whether or not the distribution of data. Therefore, this study using SPSS 19.0 program to measure the normality of the data.

7. Index Homogeneity

Homogeneity test aimed to test the equality (homogeneity) some samples. The homogeneity of the whole test can be estimated using SPSS 19.0 program.

8. Scoring Method

Percentages Correction is used to give students' score test by the formula as follow (Purwanto, 2006, p.112):

$$S = \frac{R}{N} \times 100\%$$

S = score

R = frequency correct answer

N = total test items

E. Data Collection Procedures

On this study, data collection procedures used several steps, as follow:

1. Observe MIS Darussa'adah Palangka Raya to get specific data about number of the class, number of the students, and class activity.
2. Decide the class A for treatment teaching English vocabulary using word search puzzle game.
3. Tryout to class B before pre-test.
4. Find out the validity of the test items.
5. Pre-test for measure the students' vocabulary score before treatment.
6. Teaching English vocabulary using word search puzzle game to class A.
7. Post-test for measure the students' vocabulary score after treatment.
8. Analyze homogeneity and normality.
9. The last step is analyze the data from pre-test and post-test using t-test, interpreted the data, and conclude the result of study whether word puzzle game gives effect toward vocabulary score at the fourth grade students of MIS Darussa'adah Palangka Raya.

F. Data Analysis Procedures

In order to analyze the quantitative data, the writer used some procedures in this study :

1. Collecting the student's vocabulary score of pre-test and post-test
2. Arranging the obtained score into the distribution of frequency of score table.

3. Calculating mean, median, modus, standard deviation and standard error of students' score.
4. Calculating the t_{test} to answer the problem of the study using statistic calculation of T-test formula (Sudjono, 2005, p.305-307).

The formula as follows:

$$t_o = \frac{MD}{SE_{MD}}$$

MD = Mean of difference; the average score from the differences gained scores between I variable and II variable, which are calculated with the formula:

$$MD = \frac{\sum D}{N}$$

$\sum D$ = Total score between variable I (X variable) and variable II (Y variable).

And D is gained with formula; $D = X - Y$

N = Number of students taking test

SE_{MD} = the standard error from mean of differences that is gained with the formula;

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

SD_D = Standard deviation from differences between scores variable I and II variable, which is gained with the formula;

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{[\sum D]^2}{N}}$$

N = Number of students taking test

5. Calculating the degree of freedom by using the following formula :

$$df = N-1$$

where :

df = Degree of freedom.

N = Number of students taking test.

By the criteria:

If $t_{test} > t_{table}$, H_a is accepted and H_o is rejected.

If $t_{test} < t_{table}$, H_a is rejected and H_o is accepted

The value of t_{test} is consult on the t_{table} at the level of significance 1% and 5%. The level of significance at 5% is used in this study. If the result or t_{test} is higher than t_{table} , it means H_a is accepted, but if the result of t_{test} is lower than t_{table} it means H_o is accepted.

6. The writer discussing and concluding the result of data analysis.

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the data would be described which had been collected from the study. It covers three topics related to research finding that are data presentation of pretest, posttest, data analysis, and the last is discussion.

A. Data Presentation

The data were the result of pretest and the result of posttest, result of data analysis, and discussion.

The Result of the Students' Test

| No. | Code | The Result of the Students' Test | | | | | |
|-----|------|----------------------------------|----|-----|-----|-----|----------|
| | | Pretest | I | II | III | IV | Posttest |
| 1 | E01 | 60 | 60 | 100 | 80 | 80 | 80 |
| 2 | E02 | 30 | 80 | 70 | 90 | 90 | 63 |
| 3 | E03 | 70 | 70 | 90 | 80 | 90 | 83 |
| 4 | E04 | 60 | 80 | 80 | 70 | 90 | 63 |
| 5 | E05 | 63 | 70 | 80 | 90 | 80 | 70 |
| 6 | E06 | 53 | 60 | 60 | 100 | 90 | 63 |
| 7 | E07 | 50 | 60 | 80 | 60 | 70 | 57 |
| 8 | E08 | 30 | 70 | 70 | 0 | 70 | 60 |
| 9 | E09 | 63 | 80 | 60 | 70 | 90 | 63 |
| 10 | E10 | 70 | 50 | 60 | 60 | 80 | 67 |
| 11 | E11 | 60 | 60 | 60 | 0 | 70 | 60 |
| 12 | E12 | 50 | 60 | 70 | 90 | 100 | 63 |
| 13 | E13 | 50 | 80 | 60 | 60 | 100 | 67 |
| 14 | E14 | 60 | 60 | 70 | 70 | 60 | 60 |
| 15 | E15 | 50 | 50 | 50 | 60 | 80 | 70 |
| 16 | E16 | 63 | 80 | 70 | 90 | 80 | 77 |

| | | | | | | | |
|----|-----|----|----|----|----|----|----|
| 17 | E17 | 60 | 50 | 40 | 60 | 80 | 67 |
| 18 | E18 | 53 | 70 | 60 | 80 | 70 | 73 |

1. The result of Pretest Score Experimental Group

Table 4.1 Pre-Test Score of Experimental

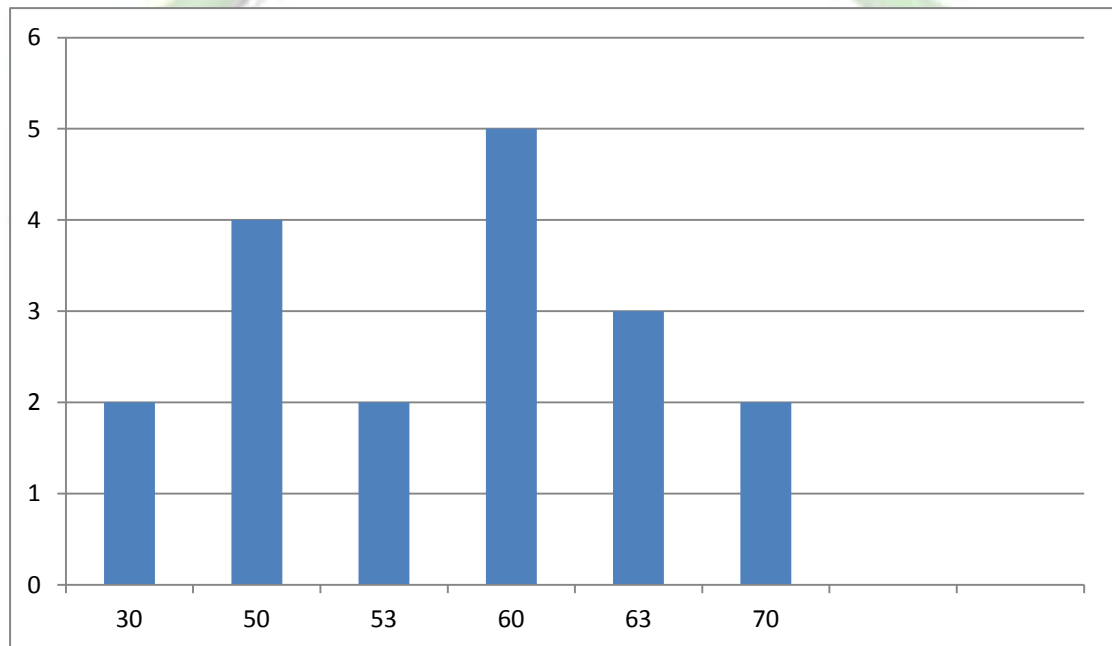
| No | Experimental Group | |
|-----------------------|--------------------|-----------------|
| | Code | Score |
| 1 | E01 | 60 |
| 2 | E02 | 30 |
| 3 | E03 | 70 |
| 4 | E04 | 60 |
| 5 | E05 | 63 |
| 6 | E06 | 53 |
| 7 | E07 | 50 |
| 8 | E08 | 30 |
| 9 | E09 | 63 |
| 10 | E10 | 70 |
| 11 | E11 | 60 |
| 12 | E12 | 50 |
| 13 | E13 | 50 |
| 14 | E14 | 60 |
| 15 | E15 | 50 |
| 16 | E16 | 63 |
| 17 | E17 | 60 |
| 18 | E18 | 53 |
| Total | | 995 |
| Highest | | 70 |
| Lowest | | 30 |
| Mean | | 55.2778 |
| Std. Deviation | | 11.17669 |
| Std. Error of | | 2.63437 |

Mean

a. The Result of Pretest Score of Experiment Group

The distribution of students' score in pretest of experiment group can be seen in the following figure :

Figure 4.1 The Distribution Frequency of students' Pretest of Experiment Group



Based on the figure above, it can be seen that the students pretest score of EksperimentGrup. There were two students who got score 30, there were four students who got score 50, there were two students who got score 53, there was five students who got score 60, there were three students who got score 63, there were two students who got score 70.

The next step, the writer calculated the scores of mean, standard deviation, and standard error of using SPSS Program as follows :

Table 4.2 The Calculation of Mean, Standard Deviation and Standard Error of Mean

| Statistics | | |
|------------------------|---------|----------|
| Pretest | | |
| N | Valid | 18 |
| | Missing | 0 |
| Mean | | 55.2778 |
| Std. Error of Mean | | 2.63437 |
| Median | | 60.0000 |
| Mode | | 60.00 |
| Std. Deviation | | 11.17669 |
| Variance | | 124.918 |
| Kurtosis | | 1.366 |
| Std. Error of Kurtosis | | 1.038 |
| Range | | 40.00 |
| Minimum | | 30.00 |
| Maximum | | 70.00 |
| Sum | | 995.00 |

Based on the calculation above, the highest score pretest of experiment group was 70 and the lowest score was 30. The result of mean was 55,2778, standard error of mean was 2,63437 and standard deviation was 11,17669

2. The Result of Post Test Score Experimental Group

Table 4.3 Post Test Score of Experimental Group

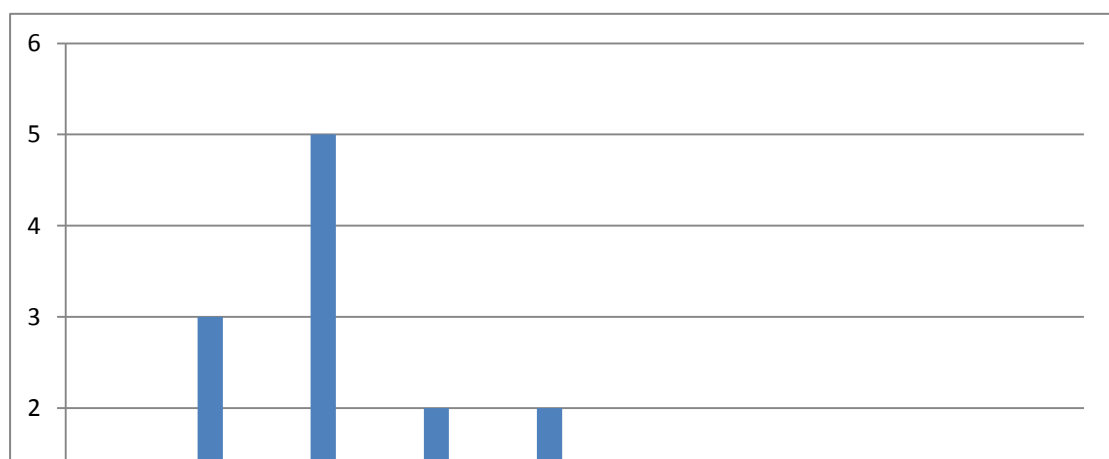
| No | Experimental Group | |
|----|--------------------|-------|
| | Code | Score |
| 1 | E01 | 80 |
| 2 | E02 | 63 |
| 3 | E03 | 83 |

| | | |
|---------------------------|-----|--------------|
| 4 | E04 | 63 |
| 5 | E05 | 70 |
| 6 | E06 | 63 |
| 7 | E07 | 57 |
| 8 | E08 | 60 |
| 9 | E09 | 63 |
| 10 | E10 | 67 |
| 11 | E11 | 60 |
| 12 | E12 | 63 |
| 13 | E13 | 67 |
| 14 | E14 | 60 |
| 15 | E15 | 70 |
| 16 | E16 | 77 |
| 17 | E17 | 67 |
| 18 | E18 | 73 |
| Total | | 1206 |
| Highest | | 83 |
| Lowest | | 57 |
| Mean | | 67.00 |
| Std. Deviation | | 7.300 |
| Std. Error of Mean | | 1.720 |

a. The result of Post test Score of experiment Group

The distribution of students' score in post test score of experiment group can be seen in the following figure.

Figure 4.2 The Distribution Frequency of Post Test of Experimental Group



Based on the figure above, it can be seen that the students posttest control group. There was one student who got score 57, there were three students who got score 60, there were five students who got score 63, there were three students who got score 67, there were two students who got score 70, there was one student who got score 73, there was one student who got score 77, there was one student who got score 80 and there was one student who got score 83.

The next step, the writer calculated the scores of mean, standard error of mean and standard deviation using SPSS Program as follows.

Table 4.4 The Calculation of Mean, Standard Error of Mean and Standard Deviation

| Statistics | | |
|--------------------|---------|---------|
| Posttest | | |
| N | Valid | 18 |
| | Missing | 0 |
| Mean | | 67.0000 |
| Std. Error of Mean | | 1.72069 |
| Median | | 65.0000 |
| Mode | | 63.00 |
| Std. Deviation | | 7.30028 |
| Variance | | 53.294 |
| Range | | 26.00 |
| Minimum | | 57.00 |

| | |
|---------|---------|
| Maximum | 83.00 |
| Sum | 1206.00 |

Based on the calculation above, the highest score was 83, the lowest score was 57. The result of mean was 67.00, the result of standard error of mean was 1.720 and the result of standard deviation was 7.30

Testing the Normality and Homogeneity

a. Normality Test

The Writer used SPSS program to measure the normality of the data.

Table 4.6 Testing Normality of Pre-test and Post-test Experimental Group

| Tests of Normality | | | | | | |
|--------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pretest | .202 | 18 | .050 | .906 | 18 | .072 |
| Posttest | .208 | 18 | .038 | .911 | 18 | .090 |

a. Lilliefors Significance Correction

If the number of sample more than 50 using Kolmogorov-Smirnov and if the number of sample less than 50 using Shapiro-Wilk. The criteria of normality test of post test if the value of probability value / critical value was higher than or equal to the level of significance alpha defined, it meant that data had normal distribution. Based on the calculation used SPSS program, asymptotic significance normality of pretest was 0.072 and experiment group was 0.090. Then the normality both of class was consulted with table Shapiro-Wilk with the level of significance 5% ($\alpha=0.05$). Because the symptotic significance of pretest $0.072 \geq 0.05$ and asymptotic

significance of pretest $0.090 > 0.05$. It could be concluded that the data was normal distribution.

a. Homogeneity Test

Testing Homogeneity of post test experimental and control group

Table 4.7 Testing Homogeneity of post test experimental and control group

Test of Homogeneity of Variances

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 2.843 | 1 | 32 | .102 |

The criteria of the homogeneity test post test was if the value of probability value /critical value) was higher than or equal to the level of significance alpha defined ($\alpha = 0.05$), it meant that the distribution was homogeneity. Based on the calculation using SPSS program above, the value significance was 0.102. The data in this study fulfilled homogeneity since the p value was higher ($0.102 > 0.05$)

3. The Comparison Result of Pre-test and Post-test of Experimental Group

Table 4.5 The Comparison Result of Pre-test and Post-test of Experimental Group

| Students' Code | Score of Pretest (x) | Score of Posttest (y) | D (x-y) | D ² (x - y) |
|----------------|----------------------|-----------------------|---------|------------------------|
| E01 | 60 | 80 | -20 | 400 |
| E02 | 30 | 63 | -33 | 1089 |

| | | | | |
|--------------|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| E03 | 70 | 83 | -13 | 169 |
| E04 | 60 | 63 | -3 | 9 |
| E05 | 63 | 70 | -7 | 49 |
| E06 | 53 | 63 | -10 | 100 |
| E07 | 50 | 57 | -7 | 49 |
| E08 | 30 | 60 | -30 | 900 |
| E09 | 63 | 63 | 0 | 0 |
| E10 | 70 | 67 | 3 | 9 |
| E11 | 60 | 60 | 0 | 0 |
| E12 | 50 | 63 | -6 | 36 |
| E13 | 50 | 67 | -17 | 289 |
| E14 | 60 | 60 | 0 | 0 |
| E15 | 50 | 70 | -20 | 400 |
| E16 | 63 | 77 | -14 | 196 |
| E17 | 60 | 67 | -7 | 49 |
| E18 | 53 | 73 | -20 | 400 |
| TOTAL | $\Sigma = 995$ | $\Sigma = 1206$ | $\Sigma = -201$ | $\Sigma = 4144$ |

Mean Difference

$$\begin{aligned}
 MD &= \frac{\Sigma D}{N} \\
 &= \frac{-201}{18} \\
 &= -11.17
 \end{aligned}$$

Standard Deviation

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\Sigma D^2}{N} - \frac{[\Sigma D]^2}{N}} \\
 &= \sqrt{\frac{4144}{18} - \frac{[-201]^2}{18}}
 \end{aligned}$$

$$\begin{aligned}
 &= \sqrt{230.2} - (11.17)^2 \\
 &= \sqrt{230.2 - 124.7689} \\
 &= \sqrt{105.4311} \\
 &= 10.27
 \end{aligned}$$

Standard Error of Mean Differences

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\
 &= \frac{10.27}{\sqrt{18-1}} \\
 &= \frac{10.27}{\sqrt{17}} \\
 &= \frac{10.27}{\sqrt{17}} \\
 &= \frac{10.27}{\sqrt{17}} \\
 &= 2.49
 \end{aligned}$$

The Value of t_{observe}

$$\begin{aligned}
 t_o &= \frac{MD}{SE_{MD}} \\
 &= \frac{10.27}{2.49} \\
 &= 4.124
 \end{aligned}$$

Degree of freedom

$$\begin{aligned}
 df &= N-1 \\
 &= 18-1 \\
 &= 17
 \end{aligned}$$

df 17 at 5 % level of significant = 2.110

The hypothesis of this study as follows:

(Ha): There is any significant effect of using word-search puzzle in teaching English vocabulary at the fourth grade students of MIS Darussa'adah Palangka Raya.

(Ho): There is no any significant effect of using word-search puzzle in teaching English vocabulary at the fourth grade students of MIS Darussa'adah Palangka Raya.

To examine the hypothesis t_{test} score and t_{table} was compared by the criteria:

If $t_{test}(t_o) > t_{table}$, Ha is accepted and Ho is rejected.

If $t_{test}(t_o) < t_{table}$, Ha is rejected and Ho is accepted.

The result of t_{test} could be seen in the table as follows:

Table 4.1 Result of t_{test}

| M_D | SD_D | SE_{MD} | t_o | t_t | df |
|-------|--------|-----------|-------|-------|----|
| 11.17 | 10.27 | 2.49 | 4.124 | 2.110 | 17 |

Where :

M_D : Mean of Difference

SD_D : Standard Deviation of Mean Difference

SE_{MD} : Standard Error of Mean Difference

t_o : The Value of $t_{observe}$

t_t : The Value of t_{table}

df : Degree of Freedom

Based on the result of hypothesis test calculation, it was found that the value $t_{observe}$ was higher than the value of t_{table} at 1% and 5%

significance level or $1.740 < 4.124 > 2.110$ it could be interpreted that alternative hypothesis (H_a) was accepted. It means there is any significant effect of using word-search puzzle in teaching English vocabulary at the fourth grade students of MIS Darussa'adah Palangka Raya. Simply, it could be interpreted that null hypothesis (H_o) was rejected.

B. Discussion

The result showed that the value t_{observe} was higher than the value of t_{table} at 1% and 5% significance level or $1.740 < 4.124 > 2.110$ it could be interpreted that alternative hypothesis (H_a) was accepted. It means there is any significant effect of using word-search puzzle in teaching English vocabulary at the fourth grade students of MIS Darussa'adah Palangka Raya. Simply, it could be interpreted that null hypothesis (H_o) was rejected. On the contrary, the null hypothesis stating that there was no any significant effect of using word-search puzzle in teaching English vocabulary at the fourth grade students of MIS Darussa'adah Palangka Raya was rejected. Before the students got the treatment, the mean score of pretest was 55.27 and after got the treatment the mean score of posttest was 67. It means that the effect of word search puzzle in teaching vocabulary has low significant even it is low, the score improvement between pre test and post test is only 11.73.

Puzzle games is a challenging form of the game which students' creativity and memory due to the emergence of a deep motivations to solve the problem, but still fun because it can be repeated. The challenge in this game will give effect addicted to try, and keep trying until successful. Language-teaching

puzzles which focus the learner's attention on meaning are especially useful at intermediate and advanced level.

In this study found that the students were more interested in completing the puzzles and when they were given the chance to write down their answer on whiteboard, students found the word search puzzle to be more useful and enjoyable. It is fun to play games in classroom and at the same time learn vocabulary. Games can change the atmosphere of the class, add excitement to the learning environment, and create a naturalistic setting for language learning. Dorry mentioned games bring in relaxation and fun for students, thus help them learn and retain new words more easily, games usually involve friendly competition and they keep learners interested.

There are some problems when teaching vocabulary using word search puzzle in this study, they are: (1) there is no puzzle game for teaching on students' English book at MIS Darussa'adah Palangka Raya, (2) on the first meeting the students need more explanation about word search puzzle (3) the last problem in applying this technique the teacher has to control hyperactive students which they tend to dominate the class' activities. Rosita mentioned there are two advantages of puzzle game, as follow: (1) tools that use puzzle for teaching English in school are limited (2) if the teacher does not provide the tools for teaching before, so it will spend a lot of time in the class.

There are some disadvantages about research design in used the writer (1) there are many external factor of significant in this design such as environment, student's characteristic. These children are somewhat self-conscious and prefer group activities to working alone. They are also beginning to understand abstractions as well as cause-and-effect relationships, but need real

experience in social settings (chapter II), (2) comparison with the other research design such as quasi-experiment and true experiment.

CHAPTER V

CLOSING

In this section, the writer would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of Problem of the Study as stated in chapter I which the finding was based on the result of data analysis. The suggestion are expected to make batter improvement and motivation for students, teacher and writer related with the teaching learning of vocabulary by using word search puzzle’.

A. Conclusion

The problem of the study as stated in Chapter I ‘Is there any significant effect of Word Search Puzzle toward students vocabulary score at fourth grade of MIS Darussa’adah PalangkaRaya ?’

Based on the study in MIS Darussa’adah Palangka Raya, teaching English vocabulary used word search puzzle has improved the students’ score in

English vocabulary of fourth grade especially the class A. It showed that games can afford a valuable technique in language classroom for students at Elementary School and can be used to facilitate the process of vocabulary learning. The exciting nature of playing games can facilitate the vocabulary learning process. Language games are suitable evaluation tools in the hands of teachers. It quickly reveals the depth of students understanding and reinforces their previous knowledge. The teacher needs to argue that, through games, students are given opportunities to know and explore new vocabulary without direct teacher assistance.

Based on the result of hypothesis test calculation, it was found that the value t_{observe} was higher than the value of t_{table} at 1% and 5% significance level or $1.740 < 4.124 > 2.110$ it could be interpreted that alternative hypothesis (H_a) was accepted. It means there is any significant effect of using word-search puzzle in teaching English vocabulary at the fourth grade students of MIS Darussa'adah Palangka Raya. Simply, it could be interpreted that null hypothesis (H_o) was rejected. It can be proved by the difference of pretest and posttest.

Based on the result of the study above, there are several important points as follows:

1. The use of word-search puzzle improved students' vocabulary mastery at MIS Darussa'adah Palangka Raya.
2. Although the technique brings the positive progress, the classroom would be a chaos if the teacher cannot manage them well.

B. Suggestion

Based on the result of this study, there were some suggestion would like recommend as follows:

1. For the Students

Word-search puzzle is one of effective and helpful technique for increasing and improving students' vocabulary size. The use word-search in teaching learning English vocabulary can increase the students' memory about the vocabulary given, increase the students' understanding about new vocabulary, and decrease the monotonous teaching learning process especially in teaching vocabulary.

2. For the Teacher

Based on the result of the study that showed word-search puzzle gave effect on the students' score in English vocabulary of the fourth grade students of MIS Darussa'adah Palangka Raya. It recommended for the teacher to use word-search puzzle to make the teaching learning process more interested and can help the students to master English vocabulary. The teacher must pay attention to the students' level, problems in learning English, and students' strategy in learning English so that the teacher are able to use the best strategy in teaching learning activity.

3. For the Next Study

Since the study was pre-experimental design using word-search puzzle in teaching English vocabulary for Elementary School students. The result of the study found that word search puzzle gave significant effect on the students' score in English vocabulary. This study was focused on the fourth grade students of MIS Darussa'adah Palangka Raya. The next study

is recommended to conduct the study related to the English vocabulary with other interesting technique on other grades.



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